Curriculum 101

CPS Board of Education Training

What is curriculum?

What will be taught?: The plan made for guiding instruction in the schools

- Documents used by different layers of the organization (Board, Admin, Coaches, Teachers)

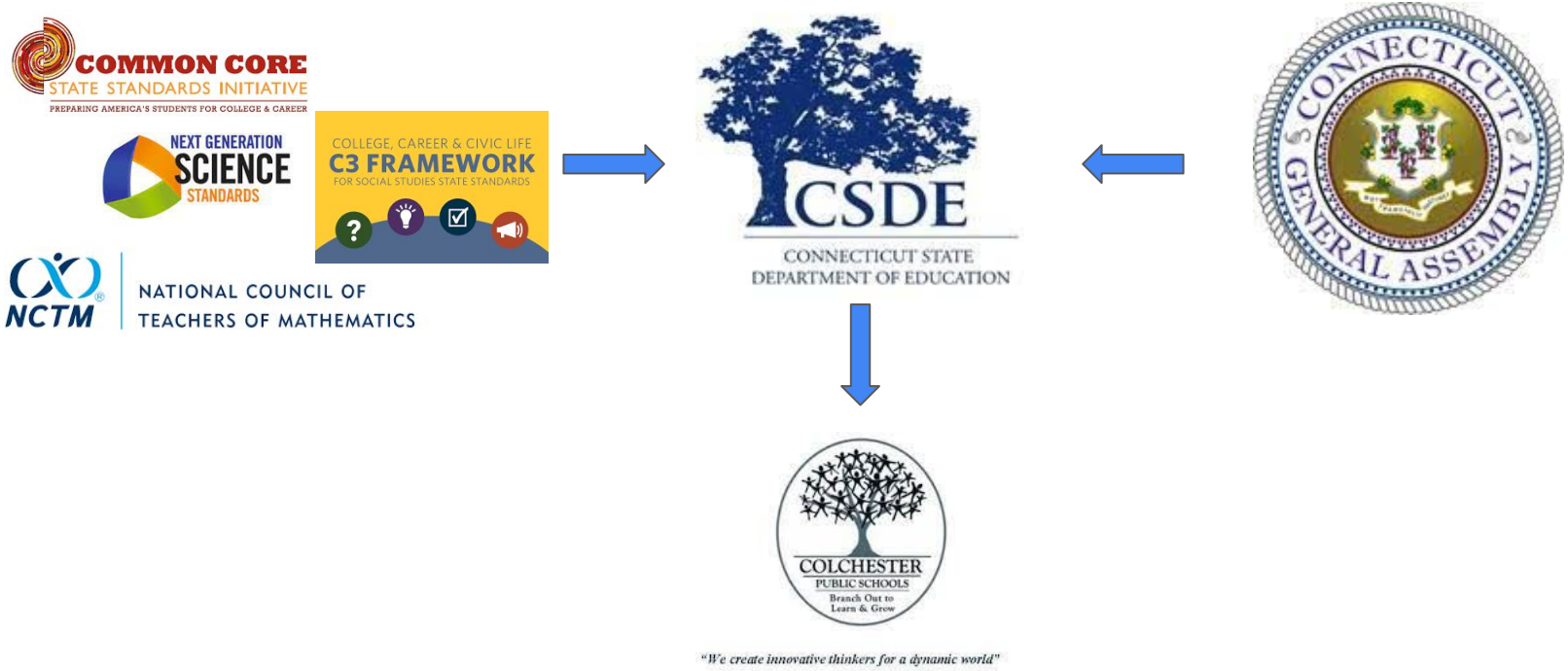
How it will be taught?: The plan for implementation in the classroom

- As experienced by learners
- As is observed
- The “stuff” used to teach (texts, technology, software, workbooks, etc.)
- The priority it will be given (e.g., time in the master schedule)

What has been learned?: The method used to gather information on what students have learned

- Assessments

What guides curriculum development?



What is a Board's Responsibility?

State Law

- Sec. 10-18a (Representation within textbooks)
- Sec. 10-220 (Adequate and equitable access to supplies and resources - establish a curriculum committee)
- Sec. 10-221 (Establish rules for the management and selection of textbooks and internet content)
- Sec. 10-228 (Free textbooks, supplies, materials and equipment)
- Sec. 10-229 (Change of textbooks)

Board Policy

5000 Series - Students
- High School Graduation Requirements

6000 Series - Instruction
- Nondiscrimination in the Instructional Program Policy
- Policy Regarding: Early College Placement
- Controversial Issues
- Curricular Exemptions Policy
- Equipment, Books, and Materials
- Distance Education Virtual/Online Courses

What do we hope curriculum will be?

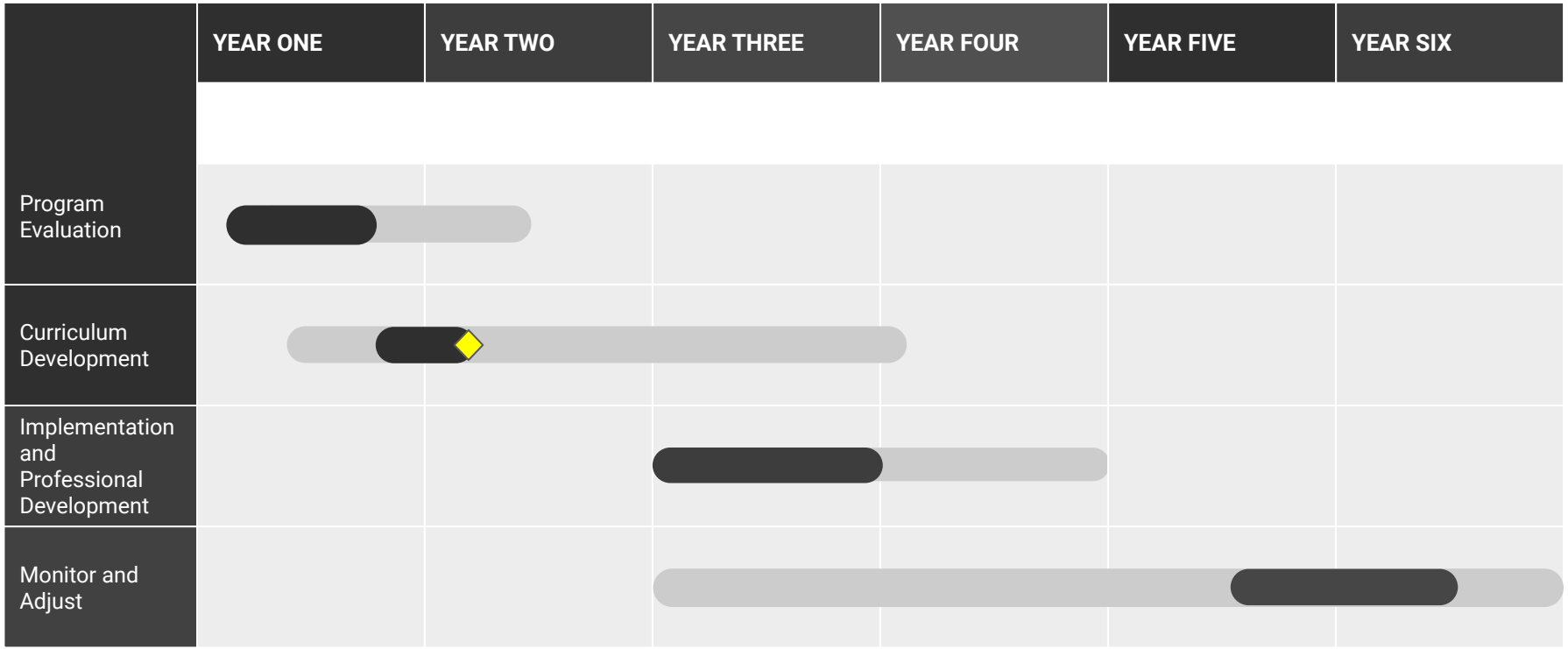
Example:

1. Curriculum promotes innovative thinking for a dynamic world.
2. A map and a resource that provides educators with the ability to focus on planning instruction in response to learners' academic needs and interests.
3. Curriculum reflects the needs and interests of learners and the community.
4. Curriculum is built upon the research regarding how students learn.
5. Curriculum is flexible in that it can be adjusted to build upon learners' prior knowledge and experiences in order to strengthen the development of their skills and expand their knowledge.
6. The curriculum outlines for educators a PreK-12 learning trajectory that builds over time.
7. Educators are provided with the resources they need to fully implement what is the guaranteed curriculum.

Non-Example:

1. A list of facts and information that leaves little room for student discussion, argument, or thinking.
2. The product of a teacher's nightly search for resources or no plan at all.
3. Each educator's individual decision on what to teach learners.
4. Curriculum is at odds with the research on how students learn
5. The curriculum is set. The curriculum can't be adjusted to meet the needs or interests of learners, including remediation or extension.
6. There is no long-term vision for learning, so educators operate as annual "independent contractors".
7. Educators have to limit learning experiences because resources are limited or unavailable year-over-year.

What is a curriculum revision cycle?



What answers might a Board seek when reviewing a curriculum?

- Does the vision for this curriculum align with the District mission and vision?
- Do the goals for the curriculum align with District goals?
- Does the curriculum address the needs of all learners?
- Can this curriculum be supported financially (including both staffing and resources)?
- Can this curriculum be implemented? (professional development, time, etc.)
- To what extent is this curriculum relevant?

What is the Board approving?

REGULATORY ROLES FOR CURRICULUM REVISION			
TEACHER	PROFESSIONAL LEARNING COMMUNITY	DISTRICT/CURRICULUM COMMITTEE	BOARD OF EDUCATION
Lesson plans	Unit pacing	Course maps	New courses
Supplemental resources	Common formative assessments	Common performance assessments	Additional curriculum resources
Essential questions	Enduring understandings	Curricular goals	Instructional technology
Formative and summative assessments	Essential instructional strategies	Curricular vision	
		Instructional framework	
		Scope and sequence	
		Priority standards	
		Essential texts/resources	